

INFANTS

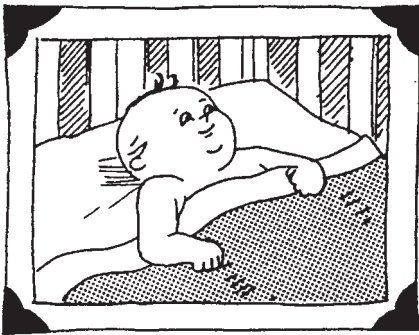
BUREAU OF CHILDREN AND ADULT LICENSING



STATE OF MICHIGAN
Department of Human Services

WHAT ARE INFANTS LIKE?

Taking care of growing infants is one of the most important of child care. Infants grow from helpless newborns who spend most of their time asleep, to toddlers who crawl, walk, and talk. The changes during the first 18 months are exciting. You have the opportunity to watch and guide these changes. Give infants as many experiences as possible. Reward their efforts. This helps them grow and feel more secure.



SUSIE – TWO WEEKS

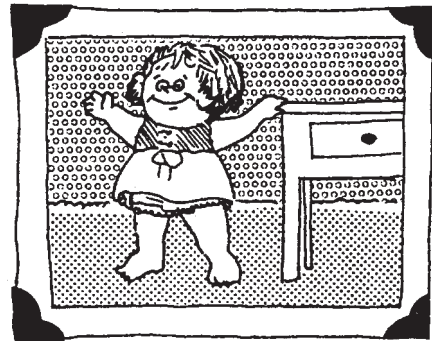
At birth, infants' muscles are controlled by reflexes. These are automatic responses that infants cannot control. Reflexes are later replaced by the infants' ability to manage their own bodies. First, infants learn to control the muscles of the face, head, and neck. They become interested in the sounds, sights, and movements around them. A little at a time, they gain control of their shoulders, arms and hands.

They try to reach and grasp those things they want. Then they begin to control their bodies, legs, and feet. Soon infants are able to sit, stand, crawl — and finally take those first steps.

Learning also begins at birth. Infants want to touch, smell, taste, see and hear everything. The more they use their senses, the more they learn. Even tiny infants see shapes and patterns and make out people's faces. They respond to sound and touch. They learn best when given lots of stimulation. Talk, coo, sign, pick them up, and handle them.

Keep colorful, pretty things around their cribs. When infants can raise their heads, it's time to take them out of the crib more often so they can see more. The more they grow, the more they want to explore. Encourage this exploration.

Infants communicate from the moment of birth. Crying is the way they let you know when they need care. Small throaty sounds followed by babbling and cooing are the first steps in learning to talk. By nine months, infants have found their own voices and may make sounds just to listen to themselves. Between 12 and 18 months, infants understand many words and phrases, even though they can't talk yet. Infants will try to sing. They like to listen to stories, songs, rhymes, and jingles. It is very important to talk, coo, babble, and sing with infants as much as possible to help them learn to talk.



SUSIE — 1 YEAR

The time you spend talking and playing with infants will also help in their social development. Infants learn about others by staring at faces, then by laughing and smiling at people.

They want attention and try to take an active part in social games like peep-eye, peek-a-boo, and pat-a-cake. After three or four months, the infant seems to become more of a "person." At this time, infants begin to show emotions. They show pain, fear, anger, happiness, and surprise. They form strong attachments to familiar people. Infants need a loving and caring

person to give them guidance. They need to feel free to explore. Encourage them to explore by praising them for trying different things.

As you take care of infants, remember that each is an individual. Each infant grows at a different rate. One infant may learn to talk at the same age another learns to walk. Another infants may learn to make new sounds, but not learn to crawl easily. Your care will help each infant develop in the best way he or she can.



WHAT CAN INFANTS DO?

SENSORY-MOTOR DEVELOPMENT

Infants learn many things from the moment of birth. Not every young child will develop in exactly the same way, but each child's growth does occur in four main areas!

Sensory-motor development is the change in the way children use their muscles to move around and do things. There are two kinds of muscles. **Large muscles** are used for such things as walking or bending. **Small muscles** are used for pointing and picking up things. Children also use their muscles as they begin to take care of themselves. This is called **self-help**.



LANGUAGE DEVELOPMENT

Language development is the children's growing ability to listen, understand, and use words. This includes all the ways infants express their wants and needs — from crying and babbling to saying a few simple words.

SOCIAL-PERSONAL DEVELOPMENT

Social-personal development includes the children's growing awareness of themselves, how they feel about children and adults, and how they play and talk to others. Infants learn about themselves and others, too!

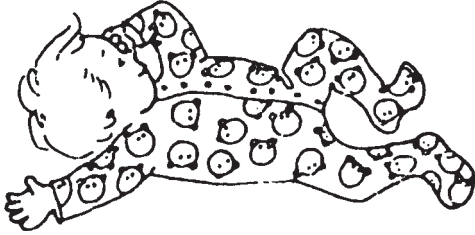
COGNITIVE DEVELOPMENT

Cognitive development is the growing ability to listen, understand others, and follow directions. This area also includes the way children think, reason, and solve problems.

0-3 MONTHS

SENSORY-MOTOR DEVELOPMENT

There are some things that infants do right from birth. These are called reflexes. Reflexes are inborn automatic responses. They should disappear by one year.



Reflexes

0-3 Months. Infants:

1. turn to objects that touch the face near the mouth,
2. bring arms and legs toward the middle of their bodies when startled,
3. hold one arm and leg in bent position when put down on their backs. (The other arm and leg will extend. This is called the tonic neck reflex or “fencing position.”)
4. hold their own weight by grasping your fingers placed in their hands,
5. will fan out their toes when your finger is run along the bottom of their feet,
6. suck,
7. stare at or follow an object with their eyes,
8. react to lights, patterns, color, sound, taste, smell, temperature change, and pain,
9. grasp objects placed in their hands, and
10. bring their fists together in front of their eyes and put their fists in their mouths.

Large Muscles

0-3 Months. Infants learn to control their body muscles as they:

1. lift their chins
2. lift their heads while lying on their stomachs,
3. raise their heads while lying on their backs as if trying to roll over,
4. turn to sounds,
5. may begin to roll over, and
6. push arms or feet against your body when held.

SOCIAL-PERSONAL DEVELOPMENT

0-3 Months. Infants:

1. look at your face,
2. smile back at people’s faces or voices,
3. show discomfort or unhappiness by tensing the whole body or by crying and will quiet down when picked up or held, and
4. smile or babble when rocked, held, talked to, and played with.

LANGUAGE DEVELOPMENT



0-3 Months. Infants:

1. cry when something is wrong,
2. make small throaty sounds other than crying,
3. begin to babble and coo when alone or when talked to, and
4. respond to sounds by blinking, turning the head, making gestures (hand movements) or making sounds.

0-3 MONTHS

COGNITIVE DEVELOPMENT

0-3 Months. At this age infants:

1. will stop sucking to look at something,
2. look at patterns such as faces and shapes,
3. do one thing at a time,
4. look for a long time at an object, especially if it is moving,
5. notice a dangling object and may swat at it,
6. watch their hands and feet for a long time,
7. look from one thing to another,
8. become bored with the same pictures, sounds and toys,

9. see differences in colors,
10. are startled by sounds and show a reaction by smiling or crying,
11. are aware that something is close or far away,
12. begin to connect people with things that happen such as mother with bottle,
13. begin to be aware of and expect motion in things such as a hanging toy, and
14. may stay awake for about 45 minutes at a time.

3-6 MONTHS

SENSORY-MOTOR DEVELOPMENT

Large Muscles

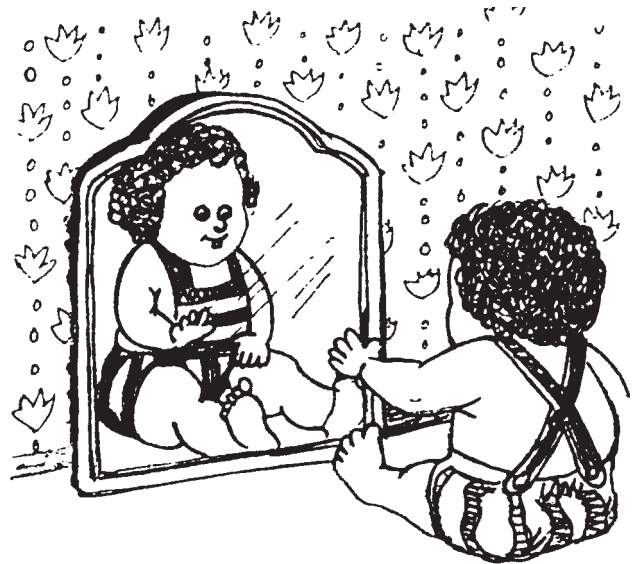
3-6 Months. Infants now:

1. hold their heads steady when held in a sitting position,
2. reach with both hands for nearby objects,
3. lift their feet while lying down,
4. take part of their own weight on their legs when held steady,
5. roll over from front to back, and
6. try to sit up by pushing themselves up from their stomachs.

Small Muscles

3-6 Months. Infants will

1. see objects which are further than ten feet away,
2. move their eyes together from side to side, up and down, and in a circle while watching a moving object,
3. open their fists,
4. find and play with their fingers and may suck them, and
5. put objects in their mouths to explore them.



LANGUAGE DEVELOPMENT

3-6 Months. At this age infants:

1. whimper, gurgle, squeal, and chuckle,
2. babble while alone,
3. make both high and low sounds,
4. make strong steady sounds,
5. make happy sounds for longer periods of time,
6. try to imitate some sounds you make,
7. make sounds to get your attention,
8. may cry less often, and
9. will cry, grunt, groan, or whimper to show discomfort.

3-6 MONTHS

SOCIAL-PERSONAL DEVELOPMENT

3-6 Months. Now the infants:

1. like to spend more time out of the crib playing with others,
2. cry to show discomfort and laugh or smile to show pleasure,
3. enjoy smiling and babbling at themselves in a mirror,
4. breathe faster and move arms and legs when excited,
5. show interest in toys and people,
6. smile at people or things, especially faces,
7. recognize the people they are with the most and may stare at strangers and new objects,
8. show anger by crying, and affection by hugging and smiling,
9. recognize the difference between people and things, and
10. will cry when left alone.

Self-Help

3-6 Months. Infants begin to:

1. hold onto a bottle while being fed.



COGNITIVE DEVELOPMENT

3-6 Months. Infants

1. tell the difference between family and others,
2. may recognize their bottle,
3. react to a real face more than a picture by smiling and babbling,
4. play alone with toys,
5. repeat actions which cause toys to move or make a noise,
6. act differently when something strange happens,
7. look for and uncover a toy which is partly hidden,
8. watch other children play,
9. stay awake for one to two hours at a time, and
10. coo, hum, or stop crying when they hear soft

sound.

6-9 MONTHS

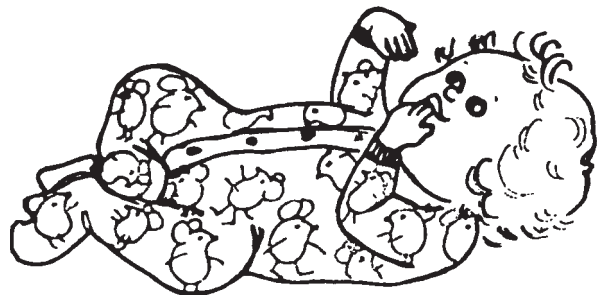
SENSORY-MOTOR DEVELOPMENT

Large Muscles

6-9 Months. Infants:

1. pull things they want toward themselves,
2. roll over easily,
3. sit without support when put in a sitting position,
4. push up from their stomachs into a sitting position,
5. pull themselves to a standing position by holding onto furniture,

6. bend forward when sitting down. (They use their hands for support), and
7. begin crawling movements.



6-9 Months. Infants can:

1. hold two objects in one hand,
2. pass a toy from one hand to the other, and
3. do two things at the same time.

Self-Help

6-9 Months. Infants:

1. feed themselves crackers,
2. hold their own bottles, and
3. reach for the spoon while being fed.

LANGUAGE DEVELOPMENT

6-9 Months. Infants:

1. may say “da-da, ma-ma,” but not know what they mean,
2. babble to themselves or familiar persons,
3. laugh and coo when alone,
4. copy mouth and lip movements,
5. imitate sounds and **gestures** more closely,
6. shout, and
7. say sounds which are more like words.



SOCIAL-PERSONAL DEVELOPMENT

6-9 Months. Now infants:

1. laugh and smile at pictures or someone laughing,
2. show pleasure in listening to their own voices,
3. enjoy making and repeating different sounds,
4. will try to imitate sounds, actions, and gestures,
5. shout for your attention,

6. show interest in you by grabbing your hair, nose, or glasses,
7. like to play “peek-a-boo,”
8. push away something not wanted,
9. will try to follow you and may cry if you leave,
10. may play happily alone,
11. enjoy playing with objects,
12. will reach and pat their reflections in the mirror, and
13. squeal with joy and pleasure.

COGNITIVE DEVELOPMENT



6-9 Months. Now infants:

1. try to do things over and over until they can do them better,
2. look for and uncover a toy which they have seen hidden,
3. pay attention to sights and sounds for a longer time,
4. see differences between colors and simple shapes,
5. get toys which are a short distance away,
6. may show fear of heights,
7. may kick at a hanging toy,
8. shake or move an object to make a noise,
9. may stay awake for two to three hours at a time,
10. show surprise when a familiar object disappears, and
11. can do two things at once.

9-12 MONTHS

SENSORY-MOTOR DEVELOPMENT

Large Muscles

9-12 Months. Infants now:

1. bring together two objects held in their hands,
2. clap their hands together as you clap,
3. crawl,
4. stand alone,
5. walk, holding onto furniture,
6. climb on furniture and stairs,
7. roll a ball on the floor and go after it, and
8. step sideways, holding onto furniture.

Small Muscles

9-12 Months. Infants:

1. look at pictures in a picture book,
2. open drawers and cupboards,
3. place one object inside another,
4. may favor their right or left hand, and
5. grasp a small object with their thumb and first finger.

Self-Help

9-12 Months. Infants learn to:

1. feed themselves small pieces of food, and
2. eat with a spoon (messily).

LANGUAGE DEVELOPMENT

9-12 Months. At this age infants:

1. practice saying a word over and over until it sounds right,
2. imitate sounds that things make such as “choo-choo” for train,
3. combine words and gestures such as “bye-bye” and wave,



4. may repeat the same word such as “mama” in answer to any question,
5. stop doing something when told “No.”, and
6. indicate a need with a gesture.

SOCIAL-PERSONAL DEVELOPMENT

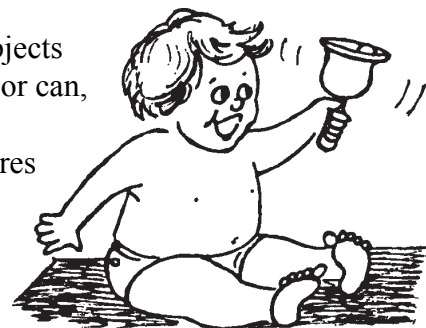
9-12 Months. Infants:

1. may cling to a familiar person in the presence of a stranger,
2. may act stubborn when you ask them to do something,
3. may show hurt feelings when scolded,
4. play “pat-a-cake” and roll a ball to another person,
5. will “give and take” things from another person,
6. respond to their own names,
7. wave “bye-bye,”
8. react to looks on faces and to gestures which show feelings, and
9. may show more trust for people they are with most often.

COGNITIVE DEVELOPMENT

9-12 Months. During these months infants:

1. show more curiosity by exploring a nearby area,
2. may imitate people more,
3. stop doing something when told “no,”
4. react to the sound of their own name,
5. put a name with familiar people, even if not always correctly,
6. may remember games they have played before,
7. can dump objects out of a box or can, and
8. look at pictures in a picture book.



12-18 MONTHS

SENSORY-MOTOR DEVELOPMENT

Large Muscles

12-18 Months. At this stage, infants:

1. throw a ball overhead,
2. begin to respond to music by swaying, clapping, or humming,
3. crawl upstairs and downstairs,
4. walk forwards and sideways alone, and
5. walk up and down stairs holding an adult's hand or holding a railing.

Small Muscles

12-18 Months. Infants:

1. drop and throw objects away from them,
2. build a tower of two blocks, and
3. make crude lines with a crayon.

Self-Help

12-18 Months. Infants can now:

1. use a spoon with little spilling,
2. drink from a cup with help,
3. pull clothes off, and
4. may show they are wet by being restless.

LANGUAGE DEVELOPMENT

12-18 Months. Infants:

1. may use or understand the words "mama" or "dada" correctly,



2. may use one word to try to show their needs, such as "milk", for "can I have some milk?",
3. know four or five words including their own name,
4. repeat a word in a way which shows they want you to react to it,
5. sometimes put simple words together such as "go bye-bye,"
6. cry when unable to say or do what they want to do,

7. say "no" to things even when they really want them, and
8. imitate words.

SOCIAL-PERSONAL DEVELOPMENT

12-18 Months. At this time infants:

1. actively try to spend more time with others,
2. want to please you and may show more interest in things you and older children do,
3. will play next to other children,
4. sometimes do just what you do not want them to do,
5. may become angry, fight and cry when something is taken away but they may give up a toy when asked to,
6. will show a sense of humor,
7. may show new fears in some situations such as taking a bath, and
8. may prefer a favorite toy.

COGNITIVE DEVELOPMENT

12-18 Months. At this age infants:

1. understand simple directions such as "Clap your hands,"
2. answer simple questions such as "Do you want to eat?",
3. correctly use names of familiar people and a few objects such as "ma-ma," "da-da," "ball,"
4. get and carry small familiar things
5. look for something in more than one place,
6. may look for a missing toy,
7. find new ways to get things done,
8. notice when familiar people have left the room and may cry,
9. notice different sounds made by things they drop or throw,
10. remember for more than a day things that happen,
11. remember that some things happen one after another such as food-wash-nap, and
12. look at or point to a few parts of their own body when asked.



SIDS

Sudden Infant Death Syndrome

ARE YOU AWARE?

- ❖ That Sudden Infant Death Syndrome (SIDS) or crib death is the leading cause of death among healthy infants?
- ❖ That the following are recommendations for the care of infants?
 1. Healthy babies should sleep on their back.
 2. Babies should sleep on a firm, flat mattress with a tightly fitted sheet.
 3. Babies should not get too hot.
 4. Babies should not be exposed to cigarette smoke.
 5. Make sure your CPR and First Aid skills are current.
 6. Check sleeping infants often.
 7. Parents should be called immediately if babies seem ill.
- ❖ That SIDS deaths are more likely to occur when infants are in the care of someone other than their own parents?

CHILD CARE PROVIDERS:

- ❖ Develop policies that address the recommended infant sleep position.
- ❖ Communicate with the parents of infants.
- ❖ Discuss and share these policies on sleep position with the parents.
- ❖ Help them to understand the steps you will take to reduce the risk of SIDS while their child is in care.
- ❖ Share the “Back to Sleep” brochure with the parents.

MORE SIDS INFORMATION

Visit the SIDS Alliance website: www.sidsalliance.org
Call the Michigan SIDS Alliance at 1-800-331-SIDS

SHAKEN BABY SYNDROME

DO YOU KNOW THAT:

- ❖ Shaken Baby Syndrome is the violent shaking of an infant/young child?
- ❖ Many infants/young children suffer serious, permanent damage as a result of being shaken?
- ❖ Shaking an infant/young child causes the brain to bounce around inside the skull? This bouncing around can result in serious brain damage, hemorrhaging, blindness, paralysis, or other serious injuries or death?
- ❖ Even a few seconds of shaking can cause serious damage?
- ❖ Shaking an infant/young child to stop crying can cause serious damage.
- ❖ Playing too rough can put an infant/young child at risk of suffering Shaken Baby Syndrome?
- ❖ Over the past 3 years there have been 8 incidents of Shaken Baby Syndrome in child care settings in Michigan?
- ❖ Shaking an infant/young child out of frustration or loss of control can happen to any one of us?

HELPFUL HINTS TO PREVENT SHAKEN BABY SYNDROME:

- ❖ NEVER, EVER shake a baby or young child!
- ❖ Never play rough with a young child.
- ❖ Remember crying is an infant's or young child's form of communication.
- ❖ If an infant's crying or a young child's behavior is upsetting to you:
 - ▶ STOP!!!
 - ▶ "Take a break, don't shake!"
 - ▶ Make sure infant's/young child's basic needs are met (diapering, food, comfort).
 - ▶ If you are frustrated or about to lose control, place the infant/young child in a safe place, walk away, call someone, take a deep breath to calm down, check on the infant/young child every 5 minutes.
- ❖ If you are caring for a child and have difficulty in coping with a fussy infant/young child, it's okay for you to tell the parent(s) that you can no longer care for their child.

DO FOLLOW THROUGH!

SHARE THIS BULLETIN WITH PARENTS OF INFANTS AND YOUNG CHILDREN.

MORE SHAKEN BABY SYNDROME INFORMATION

Visit this website: www.shakenbaby.com

Call the Michigan Children's Trust Fund — 517-373-4320



STATE OF MICHIGAN
Department of Human Services

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